



## Teacher Induction Policy

### Purpose

- To guide the whole school implementation of *Droichead* to support the induction of newly qualified teachers (NQTs)
- To identify the roles and clarify the responsibilities across the school community in support of *Droichead*
- To identify the protocols underpinning the *Droichead* process in the school
- To identify the documents in support of the process

### Professional Support Team: Roles and Responsibilities

#### Professional Support Team (PST)

The Droichead process is an **integrated professional induction framework** for NQTs.

The main objective of the Droichead process is to **support the professional learning of NQTs** during the induction phase, thus **laying the foundations for subsequent professional growth and learning** for the next phase of their career.

*Droichead: The Integrated Professional Induction Framework*, Teaching Council, March 2017, p.3

The PST is a team of **fully registered teachers**, ideally with **five years' experience**, including the principal, who **work collaboratively to support and mentor the NQT** during school-based induction, in the first stages of their professional journey. All PST members will have completed a **programme of professional learning with NIPT**, including mentor skill development. Schools may form a **school PST** or an **inter-school PST** or they may invite one **external PST member** to join the internal school staff.

Supporting a newly qualified teacher during Droichead is always a **collaborative process**, although the **roles and responsibilities of PST members may vary** in different school contexts and are therefore **agreed** before the Droichead process commences.

#### (a) PST Roles

The **dual role** of the PST is to:

- **guide and advise** the NQT during school-based induction, in the first stages of their professional journey
- **form a joint declaration** with the NQT that they have participated in a quality teaching and learning process

*Droichead: Policy* Teaching Council, March 2017, p.3, 1.1.1.3



## Teacher Induction Policy

### (b) PST Responsibilities

The responsibilities agreed by our PST are identified in a separate document.

Our PST's responsibilities are **neither exhaustive nor prescriptive** and will be **reviewed** in light of experience. Responsibilities directly relating to support and mentoring relate to all team members while other responsibilities are designated to a named team member. We recognise that it is also important that these agreed responsibilities are **communicated to the NQT** at the earliest opportunity.

In support of a NQT's *Droichead* process, the PST will invite the **wider school staff** to provide opportunities for...

- Co-planning
- Co-teaching
- Sharing of resources
- Engaging in professional conversations
- Facilitating class observation

### PST members

| Name          | Role       | Trained (year) |
|---------------|------------|----------------|
| Rory Connolly | PST member | September 2018 |
| Sally Burnham | PST member | September 2018 |
| Adele Kelly   | PST member | September 2018 |

### NQT/s in the current school year

| Name           | Class/es                                 | Assigned PST member<br><i>(if applicable)</i> |
|----------------|--|---|
| Joe Kirwan     | Class for children with additional needs | Rory Connolly, Sally Burnham and Adele Kelly  |
| Denise Delaney | Class for children with additional needs | Rory Connolly, Sally Burnham and Adele Kelly  |
| Janet Andrews  | Support Teacher                          | Rory Connolly, Sally Burnham and Adele Kelly  |
| Laura Kirwan   | Support Teacher                          | Rory Connolly, Sally Burnham and Adele Kelly  |
| Ian Lawler     |  | Rory Connolly, Sally Burnham and Adele Kelly  |



## Teacher Induction Policy

### 2. Protocols

This policy adheres to the protocols identified in the *Droichead – The Integrated Induction Framework*, Teaching Council, March 2017. This policy is specifically supported by the following sections:

- Professional conversations: p. 5
- Observation: p. 5
- Maintaining records of the *Droichead* process: p. 6
- Concluding the *Droichead* process: p. 7

### 3. Supporting documentation

This policy is part of a suite of documents to support *Droichead* in the school. These documents include:

- *Droichead: The Integrated Induction Framework*, Teaching Council, March 2017
- Teaching Council Standards (accompanied by our customised Indicators and Examples of School Context)
- PST Roles and responsibilities
- *Droichead* Outline drafted by the PST and finalised with NQT input
- Needs Analysis/Induction Plan – updated regularly in collaboration with NQT

### Review

This policy will be subject to regular review in the light of ongoing experiences. The review of the policy will be led by the principal in collaboration with members of the PST.